DOCUMENT RESUME

ED 062 859 FL 003 143

AUTHOR Diaz, Luisa V.
TITLE It Takes All Kinds of People.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 71
NOTE 13p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Basic Skills; *Conversational Language Courses; *Cultural Education; *English (Second Language); Grammar; *Instructional Materials; Language Instruction; Language Skills; Performance Criteria; *Spanish Speaking; Teaching Guides

ABSTRACT

This is a course in English-as-a-second-language designed to make students further understand cultural differences and to accept and adjust to environmental changes in conflict with their own culture without damage to their self-image or that of their culturally different parents in a pluralistic society. Students are to discuss, according to specified performance objectives, read, and write about cultural differences and different culture groups in the community using controlled language patterns. Linguistic difficulties caused by "going to," "will," "be," and "do" are treated in several exercises. A list of resource materials is provided. (Author/RL)

ED 062 859

IT TAKES ALL KINDS OF PEOPLE

5110.05
5117.05

English as a Second Language

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 003 143

Written by Luisa V. Díaz

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

5110.05
5117.05

IT TAKES ALL KINDS OF PEOPLE

COURSE DESCRIPTION

A course designed to make students further understand cultural differences and to accept and adjust to environmental changes in conflict with their own culture without damage to their self image or that of their culturally different parents in true acculturation in a pluralistic society. Students will discuss, read and write about cultural differences and different culture groups in the community using controlled language patterns. They will be able to use orally and in writing simple present and simple past forms, present continuous and the forms "going to" and "will" as indicators of future time in questions, answers and statements. Special pronunciation problems originating from present and preterited endings as well as from pluralization will be given special attention.

RATIONALE

In order to participate fully in a multicultural, pluralistic society, students need to know that "it takes all kinds of people" to make it. They need to know how civilization emerged as a result of the contribution of different and diverse cultures. They need to know how much of man's achievement-in the fine arts, in science, in politics, in religion-has been due to contributions of men

and women who have had to overcome disadvantages due to social, cultural or ethnic background, or due to physical handicaps.

OBJECTIVES

1. After pertinent discussions and readings, the student will list at least five contributions made by different nations evident in today's civilized world.
2. The student will orally identify two major contributions to the American culture made in the past, or presently being made, by his own ethnic or national group. He will use appropriate verb forms to indicate time differences.
3. The learner will use going to and will in expressions of futurity as he discusses orally and in writing, about a possible contribution which another ethnic group could make towards the betterment of American society.
4. Given assigned readings, the student will use subject pronouns, and verbs be and do with present and past tense forms in discussing and writing about:
   a. The identity of Dr. Dan Williams
   b. What single event made him famous
   c. The main obstacle he had to overcome
   d. Who Louis Armstrong was

e. What his main contribution was

f. In what field he became famous

g. Who Zoilo Versalles was

h. In what field he became famous

i. What made him an outstanding individual

5. Given assigned readings, the student will discuss and write short summaries on;

a. Who Martin Luther King was

b. What important prize he won

c. What his "dream" was

d. What made him a great man

e. Who Miguel was In Mexican-American history

f. What event made him outstanding

g. Why he was a great person

h. What ethnic or national group did belonged to

i. Who Joe Di Maggio was

j. In what field he was outstanding

k. What was his contribution

6. Given oral presentations by the teacher and his classmates, the student will compare and contrast any two characters orally and in writing. He will use both <u>-er</u> and <u>more</u> forms correctly 80% of the time.

7. The student will orally use negative verb forms when comparing and contrasting;

IT TAKES ALL KINDS OF PEOPLE

a. The lives of Mohadma Ghandi and Madame Curie

b. The lives of José Feliciano and Ray Charles

c. The Accomplishments of Jim Thorpe and Zoilo Versalles.

8. The student will use the forms some and any when writing about the lives and contributions of two of the following:

a. Madame Curie

b. George Washington Carver

c. Louis Armstrong

d. James Thorpe

9. Given a series of "cue questions," the student will write coherent, clear and appropriately punctuated paragraphs.

10. The learner will ask and answer questions using correct word order, form, and intonation during a fifteen-minute conversational period applied to the review of any contributions made by one of the different ethnic or national groups studied (Cuban, Puerto Rican, Mexican, Negro).

11. Given sufficient contrastive pronunciation drill, the student will be able to pronounce accurately 80% of the time, nouns which are formed by adding an s to the singular, whether voiced or voiceless, such as

<u>educators</u> and scientists and third person singular verb forms, such as <u>contributes</u> and <u>discovers</u>.

12. Given sufficient contrastive drills, the learner will correctly pronounce 80% of the time the plural forms of those nouns which are formed by adding <u>es</u> to the singular, such as <u>wishes</u> and <u>glasses</u> and third person singular verb forms such as <u>passes</u> and <u>watches</u>.

13. Given sufficient contrastive drills, the student will accurately pronounce 80% of the time the past tense forms of regular verbs ending in /-t/, /d/ and /-id/. Examples: <u>discussed</u>, <u>discovered</u>, <u>started</u>.

SUGGESTED ACTIVITIES

A. The class will be asked to form small groups or committees to do research work according to their particular interests. As they bring news clippings, drawings, pictures, etc., help them to work on improving pronunciation and vocabulary by using the language master. Suggested topics will be the following:

1. Miami - Now and Ten Years Ago
   a. Physical aspect of the city
   b. Business activities

c. Entertainment. How the Cuban influx has affected entertainment and night life in Miami

2. Cuban-American Relationships
   a. Meals
   b. Customs
   c. Differences in family life, relationships, etc.
3. The Jewish Community
   a. Religious practices
   b. Social ceremonies
   c. Celebrations
4. The Black Community
   a. Status Now and Before
   b. Soul music
   c. Contributions

8. The students will read excerpts about people who have made contributions to better the development of mankind. These excerpts will be adapted from the books included in the resource materials, or any mass media such as newspapers, magazines, television, radio, motion pictures, etc. The excerpts will be recorded on tape as model reading and the students will also read aloud. These recordings will be used as reinforcement and as individualized drilling with the use of headphones.

C. The group will be encouraged to work on posters and collages with pictures and paper clippings about outstanding people of past generations and the present time.

D. Guest speakers who represent different ethnic and socio-economic groups will talk about their work.

E. Have the students pick out a character of their interest and write a short biography about him. Let them know that this person may be a friend, a counselor, an actor, an artist, a parent, etc. Make them realize that a person may enrich our life no matter who he or she is. Have them bring pertinent pictures, drawings, and paper clippings. The teacher will help organize this material so that it can be used with the language master.

F. For pronunciation drills, the overhead projector is also recommended. Acetate sheets will be prepared with minimum pairs of words such as;

pick - peak

mitt - meat

The acetate sheets will also serve as a means to use short paragraphs or sentences to drill on the sounds that offer more difficulty. These sheets will also be used as remedial work with small groups.

5110.05
5117.05

IT TAKES ALL KINDS OF PEOPLE

G. Word games are also recommended for learning. They can be used by those students who are fast workers and demand more activity. Suggested games are crossword puzzles, scrambled words, scribbage, bingo, etc. An example of scrambled words;

Unscramble these three "jumbles" and form three words.

GUYNO	young
VLEO	love
DOFO	food

SAMPLE EXCERPT

GANDHI: FIGHTER WITHOUT A SWORD

"A quiet little man defied the great British Empire and freed his country from British rule. That country was India, and the little man was Mohandas K, Gandhi. Though neither a strong general nor a gifted public speaker, he was a man who held fast to a few simple but powerful ideas. He taught these ideas, and the Indian people took them to heart. They lived by them and suffered for them, and the ideas were so strong that they brought freedom to India."

5110.05
5117.05

IT TAKES ALL KINDS OF PEOPLE

ACTIVITIES

Have the students discuss and write about:

1. Gandhi's contribution to India and its people
2. His simple life at his native home
3. His relationship with his parents
4. His life in England where he studied to be a lawyer
5. The handicap and advantage of his shyness
6. How he brought freedom to a great people and showed all men the path to brotherhood and peace

5110.05
5117.05

IT TAKES ALL KINDS OF PEOPLE

RESOURCES

For teachers

Baldwin, Orrel T. The Story of Our America.

Dixon, Robert J. and Fox, Herbert. The U. S. A. Men and History. Regents Publishing Co., Inc., 200 Fourth Ave., New York 3, N.Y. Copyright 1960.

Feingenbaum, Lawrence H. Effective Reading. Globe Book Co., New York, N.Y.,

Gates and Peardon. Practice Exercises in Reading. Bureau of Publications, Teacher's College, Columbia University, New York, N. Y.

Lanbach Literary, Inc. News For You. Box 131, Syracuse, New York, 13210.

Mc Millan Co. English 900 Basic Course Three. New York.

Scott, Foresman and Company. People to Remember. Chicago, Atlanta, Dallas, Palo Alto, Fair Lawn, N. J., 1960.

Spiegler, Charles G. People Like You; Courage Under Fire; They Were First; Against the Odds. Charles E. Merrill Publishing Co., Columbus, Ohio, 43216.

Swain, Bailey and Leavell. People, Places and Opinions. American Book Company, New York, 1961.

United States Government Printing Office. Our United States. Book 2, M-162. Revised 1965. U. S. Government Printing Office, Washington, D.C., 20402.

Wright-McGillivray. Let's Learn English, Second Edition. American Book Co., New York, 1960.

Wagner, Hosier, Blackman. Language Games. Teachers Publishing Corporation, Darien, Connecticut, 06820.

For students

Cotto, Lucile S.; Hull, Adrian; Pono, Filomena P. American English Series, Books 1, 2. D. C. Heath and Co., a division of Raytheon Education Company, Lexington, Massachusetts.

5110.05
5117.05

IT TAKES ALL KINDS OF PEOPLE

English for Today, Books 1, 2. The National Council of Teachers of English, MacGraw-Hill, New York.

Lanbach Literacy, Inc. News for You. Box 131, Syracuse, New York, 13210.

Rojas, Pauline M. and Staff. FRIES American English Series, D. C. Heath and Company, Boston; 1953,